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CHAPTER I

INTRODUCTION

A. Background of the Problem

Pronunciation is one of the most important parts of English that is used for communication. When a person communicates with other people he/she should not only have a good vocabulary and grammar but also have a good pronunciation. Moreover, being able to communicate correctly and effectively is the goal of all foreign language learners. Without correct pronunciation, however, effective communication does not occur. Sevil Ak (2012:26) stated that pronunciation is “the nature of the process to practice listening and speaking by interpreting and producing phonological features respectively”. He found that pronunciation is the process of listening and speaking by interpreting and producing phonological features simultaneously.

In addition, pronunciation is the way of language to be spoken. Pronunciation classes consisted of imitation drills, memorizations of patterns, minimal pair exercises and explanations of articulatory phonetics (Brown, 1994 p.258). It was a key to gain full communicative competence. Generally, we all know that pronunciation is what we are learning about how to pronounce the words correctly and clearly. In pronouncing the words, we produce the sounds of the words correctly by putting the organ of speech in the right position of the words. Automatically, the sounds will be pronounced correctly, clear and can be understood by the audience.

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Actually, the students' ability in pronouncing English is influenced by some factors, including their listening comprehension. Harmer (2009, p.133) claimed that listening is good for our students' pronunciation, in which the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech. It means that the more students listen, the better they get, not only at understanding speech, but also at speaking themselves. Indeed, it is worth remembering that successful spoken communication depends not just on our ability to speak, but also on the effectiveness of the way we listen.

Pronunciation and listening comprehension are connected together by a unified system, within which individual sounds are regularly related. That is why pronunciation is receiving more attention in many English as a Foreign Language (EFL) classrooms, and it is believed that students should primarily acquire it as a fundamental skill due to its effect on accuracy and comprehension (Derwing et al., 2006). As Bennett (2007) also reconfirmed that the key to developing students' pronunciation is listening, but contextual listening is both comprehensible to the learners and relates to their lives beyond the classroom because learners should face different voices through various styles of delivery.

Senior High School 1 Kampar is one of the schools in Kampar using 2013 Curriculum (K13) as the guidance in teaching and learning process. This school also offers English subject to the students. In the

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English curriculum, the learning activities involve listening, speaking, reading and writing. The four skills are taught cohesively. Although it is focused on the four skills, pronunciation is not separately taught from the four skills. It is difficult for Indonesian students to pronounce English words correctly. Based on 2013 Curriculum (K13), the purpose of teaching English in Senior High School is to develop the communicative competence in oral and written form to achieve informational literacy level. (BSNP, 2006). Thus, oral form is referred to as speaking or pronunciation. It means that the curriculum expects that the students at Senior High School level have the good communicative competence in oral form, especially in pronunciation.

In addition, in the second-grade syllabus of State Senior High School 1 Kampar, pronunciation is taught in speaking and listening simultaneously. Then, English subject is taught two periods a week to the students and the passing grade (KKM) of this subject is 75. But, the fact showed that the students were not able to achieve the passing grade.

Based on the researcher's preliminary observation, the researcher found the data from the English teacher that many learners have some difficulties in pronouncing English even though they have good listening comprehension. This fact was quite different from the theories which state that listening comprehension and pronunciation are connected together (Derwing et al., 2006). The problem faced by the students are indicated in some phenomena as follows :

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1. Some of the students were not able to pronounce the new words clearly even though they have the ability in making inference and deduction in listening accurately.
2. Some of the students were not able to make different sounds in the ending of the words (s) and (ed) even though they have the ability in listening for specifics detail.
3. Some of the students were not able to use intonation and syntactic clues like punctuation.
4. Some of the students were still not able to make different sounds between the vowel even though they have the ability of listening for specifics or important detail.

For the reasons, the researcher interested in carrying out a research entitled: **The Correlation between Students' Listening Comprehension and Their Pronunciation Accuracy at the Tenth Grade of State Senior High School 1 Kampar.**

B. The Problem

1. Identification of the Problem

Based on the background, the problems of this research are identified as follows:

- a. How is the students' pronunciation accuracy?
- b. What causes the students' unable to pronounce the new words clearly even though they have the ability in making inference and deduction in listening accurately?

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- c. What factors that make some of the students unable to make different sound in the ending of the words (s) and (ed) even though they have the ability to listen for specifics detail?
- d. What factors that make some of the students were still unable to make differences sounds between the vowel even though they have the ability to listen for specifics or important detail?

2. Limitation of the Problem

After identifying the problems of this research, the researcher is necessary to focus the research problems on the correlation between students' listening comprehension and pronunciation accuracy.

3. Formulation of the Problem

The writer formulates the problem on the study as follows:

- a. How is the students' listening comprehension at the tenth grade of State Senior High School 1 Kampar
- b. How is the students' pronunciation accuracy at tenth grade of State Senior High School 1 Kampar
- c. Is there any significant correlation between students' listening comprehension and pronunciation accuracy at tenth grade of State Senior High School 1 Kampar?

C. Objective and Significant of the Research**1. Objective of the Research**

- a. To identify the students' listening comprehension at the tenth grade of State Senior High School 1 Kampar.

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- b. To identify the students' pronunciation accuracy at tenth grade of State Senior High School 1 Kampar
- c. To find out the correlation between students' listening comprehension and pronunciation accuracy at tenth grade of State Senior High School 1 Kampar

2. Significance of the Research

- a. These research findings are hopefully contributing to the research as a novice researcher in term of learning research
- b. These research findings are also expected to be useful and valuable information for both students and teachers of English at tenth grade of senior high school 1 Kampar to be the future focus of teaching and learning English
- c. These research findings are also expected to be practiced in order to develop the theories on teaching and learning English as a foreign language and for those who are concerned in the world of language teaching and learning in general

D. Reason for Choosing the Tittle

There are some reasons why the writer is interested in doing this research. This research is motivated by the following reasons :

1. The title of this research has not investigated yet
2. This title is relevant with the writer as a student of English Education Department

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3. The writer has the ability to carry out this investigation either in sectors of fund, time, or location.
4. To get the real data about the correlation between students' listening comprehension and their pronunciation accuracy.

E. Definition of the Term

In order to avoid misunderstanding and misinterpretation in this research, it is important to define the key terms in this research as follows :

1. Correlation

According to Creswell (2012,p. 338) "Correlation is a statistical test to determine the tendency or pattern for two or more variables or two sets of data to vary consistently". The researcher concludes that correlation is the relationship between two or more thing. Thus in this research correlation is defined as the relationship between students' listening skill and their pronunciation accuracy at tenth grade of Senior High School 1 Kampar

2. Listening Comprehension

Buck (2001, p. 3) stated that listening comprehension is the result of an interaction between a number of information sources, which include the acoustic input, different types of linguistic knowledge, details of the context, and general world knowledge, and so forth, and listeners use whatever information they have available, or whatever information seems relevant to help them interpret what the speaker says.

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3. Pronunciation Accuracy

H. Douglas Brown (1994,p. 254) said that pronunciation accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. Thus, the researcher defines pronunciation as the sounds will be pronounced correctly, clear and can be understood by the audience.